

**ASSESSMENT OF SCHOOL BASED MANAGEMENT COMMITTEE IN
EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOL IN ANAMBRA
STATE**

IFUNANYA N. OHAMOBİ (PhD)
Department of Educational Foundations,
Faculty of Education
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus
kechiohamobi@gmail.com

&

IFEYINWA F. MANAFA (PhD)
Department of Educational Foundations,
Faculty of Education
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus
ifeyinwamanafa@gmail.com

Abstract

The study examined the extent school based management committee (SBMC) contribute in the effective administration of public secondary school in Anambra State. The study adopted a descriptive design. The population of the study comprised all the 32 principals in the 32 secondary schools in Onitsha Education zone and 64 PTA members, 2 from each school totaling 96 respondent. The instrument for data collection was a self-structured questionnaire tagged School based management committee construction in effective management of secondary school (SBMCCEMSSQ) the instrument was validated by 3expert, 2expert in Educational management and an expert in measurement and Evaluation all in Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Cronbach's Alpha was used in testing the reliability index of the instrument which yielded an overall reliability coefficient of .87, Mean scores was used to answer the research question. Findings from the study revealed that SBMC is not effective in Onitsha Education zone as regards, infrastructure, funding, Renovation among others, it was therefore recommended that school administrator should work closely with the community leaders especially President General (PG) of town union in Anambra state so as to attract infrastructural development, funding, motivation of staff among others.

Keywords: School Administration, School Based Management committee.

Introduction

Education is a major instrument for developing people and society and also the fulcrum on which the nation's development hinged. Education is a social commodity that is supposed to be given to all citizens free of charge. It is no longer news that Nigeria has consistently failed to budget 26% of the annual budget to education as bench mark stipulated by

UNESCO and other relative agencies. It is the responsibility of the government to provide the research and fund in its country, but in Nigeria government has been doing that for over 10 years, constantly shown their incapability to cater for the cost of Education contrary to the general opinion that Education is a social commodity that should be given to all citizen free of charge. The inability of federal government to rise up to their responsibility has led to so many challenges faced at all levels of Education. Moreover the need to improve standard at all level warranted the introduction of school based management committee (SBMC).

SBMC was first introduced in 2005 by the Nigeria National Council on Education (NCE) in all school in Nigeria. SBMC set as a bridge between schools and communities they serve and to strengthen community involvement in the administration of secondary school. The broad goal of SBMC is to achieve high school performance and improved Academic performance and learning outcomes for all students through improving school management and ensuring the wide participation of communities. The deplorable condition of our secondary school which includes; poor academic performance, cultism, kidnapping, vandalism, dropout rate, indiscipline, mass failure in external examination malpractice, deterioration of standard among others. Omiko(2013) in his own view also listed the challenges of Nigeria Education as poor funding, dearth of infrastructure and even went ahead and stressed that most secondary schools classrooms, library, laboratory and equipment. Nwabueze (2005) on the other hand opined that lack of good number of teachers in schools hinders the smooth teaching and learning exercise in our Education institution at all levels. The current situation as regards inadequate budgetary allocation calls for concerted effort of both the school and the community in effective administration and management of school. School administration solely rests on the school administrator who is the chief executive entrusted with the responsibility of planning, controlling the teachers, management of school finance and school plant. Ojo (2015) sees school administration to involve managing, administering the curriculum, teaching, pastoral care, discipline, assessment, evaluation, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies or organization such as decision making, negotiation, bargaining, communication, conflict handling, running meetings and so on. School administrator should be active in establishing school-community relations and also reinforce it from time to time. School administration is the arrangement of human and material resources and programmes available to education for the attainment of educational objectives (Omoriege, 2015). School administration involves taking decisions as regards the management of students, teaching and non-teaching staff and material resources towards achieving school objectives. Community assistance in the administration and management of schools will go a long way to improve performance and standard. In line with Obikeze, Ohamobi and Manafa (2019) that the achievement of national objectives on education should be the primary concern of every country of which both government, principals, teachers, parents and stakeholders should join hand to maintain standard and ensure quality and adequate implementation of school curriculum. The community where the school is situated forms a focus point of assessing the activities of the school and make necessary contribution towards its growth (Okoye&Udoh 2016).

In fostering the relationship, the principal who is the school administrator have a role to play even though principal are faced with onerous task such as planning organizing coordinating, commanding, controlling, decision making, commanding and evaluation yet for effective administration good human relation and hard work is required. For school administrator to achieve their objective they should relate very well with the SBMC by respecting their views, adequate communication and carrying their SMBC along. They should lead but not dominate otherwise crises will arise supporting Ezeocha(2010) that a school administrator who is interested in the progress of the school within the community requires good relationship for success. He should see the need for good school public relation; know its objectives, factors affecting it and the manipulation of such factor for good result. A lot of school has benefitted immensely from the community in the provision human resource, material resource, funding among in one way or the other.

Through the SMBC teacher are being motivated. Communities in Nigeria assist in the administration of school through the provision of instructional facilities, protection of school properties, seeking government assistance in the provision of facilities(Ogbuvbu and Iyeke (2004). Also security and safety of the school property is not only the duty of school administration but also that of community and other stakeholder. The contribution of the SMBC in the provision of security mechanism may result to friendly and safer teaching and learning environment. Atimes SMBC are involved in curbing indiscipline and in monitory external examination. However, this study tries to assess the SMBC in effective administration of public secondary schools in Anambra state

Research Question

The following research questions guided the study.

- 1) To what extent has SBMC contributes to fund raising in the school.
- 2) To what extent has SBMC contributes to the provision of material resource in the school.
- 3) To what extent has SBMC contributes to staff development programme.

Statement of the problem

The academic standard of our secondary school in Nigeria appears to be falling on daily basis and it is no longer news that schools are facing the challenges of indiscipline, lack of adequate human and material resources, insecurity,lack of standard fund among others. This terrible situation may be as a result of cut in the budgeting allocation to education which is short of United Nations Economic Scientific Cultural Organization (UNESCO) recommendation of 26% of the nation's budget. Lack of conducive environment , staff development and motivation on the part of the teachers may have affected teaching and learning in public secondary schools in Anambra State and based on this problems that the researchers embarked on finding out the influence of school based management committee on effective administration of public secondary school in Anambra State.

Method

The study adopted a survey design, Descriptive survey design according to Nworgu (2015) is a type of design which aims at collecting data on, and designing in a systematic manner, the characteristics features or fact about a given population. 60 principals in the two Education zones of Otuocha and Onitsha and also parents from each school form the population of the study. All the 60 principals were sampled and 2 parents from the 60 selected schools totaling 180 respondents. The instrument for data collection was a structured questionnaire titled “School Based Management Committee in Effective Administration of Secondary School (SBMCEASS)”. It is a 15 items statement questionnaire consisting of 4 sections , section A,B,C,D, section A elicit personal information B,C,D seek information on the 3 research questions. The instrument was validated by 3 experts. 2 experts in Educational Management and one expert in Measurement and Evaluation all in Chukwuemeka Odumegwu Ojukwu University , (C00U) Igbariam Campus. Reliability of the instrument was established using Crombach Alpha method with an overall reliability index of .89 which was considered adequate for the study. The research question were answered using mean scores. Item with mean scores of 2.5 and above were consider as Agreed but scores below 2.5 were regarded as disagree.

Results

Research Question 1: To what extent has SMBC contributed to the provision of security in the school.

Table 1: the mean response of principals and SBMC on the contribution of SBMC to the provision of security in the school.

S/N	Item Description	Principal N=60		SBMC N=120	
		$\bar{X}$	DEC	$\bar{X}$	DEC
1.	SBMC contributes in the provision of communication gadgets & CCTV for Emergency situation	2.23	Disagree	2.13	Disagree
2.	SBMC contributes in the walling of the school premises	1.95	D	2.08	D
3.	SBMC collaborate with the state security in providing security gadgets and equipment for safeguarding life and property	2.15	D	2.00	D
4.	SBMC involved in the recruitment/ selection of security officer that is capable safeguarding school property	1.97	D	2.42	D
5.	SBMC involved in providing burglary proof in the school	2.52	Agree	3.25	Agree
Grand mean		2.16		2.38	

Table 1.above showed the mean response of principals and SBMC members on the contribution of SBMC on the provision of security in the school. Items 1,2,3,4 with mean scores of 2.23, 1.95, 2.15 and 1.97 for principals and 2.13, 2.08, 2.00 and 2.42 for SBMC members which were all on the low extent and below the cut off . Item 5 has the mean score 2.52 and 3.25 for both principals and SBMC members which signifies high extent. The grand mean of 2.16 and 2.38 for principals and SBMC members show that the SMBC has contributed to a low extent on the provision of security in the school.

Research question 2: To what extent has the SBMC contributes in the provision of infrastructures in the school.

Table 2: The mean response of principals and the SBMC member on the extent SBMC contributes to the provision of infrastructures in the school.

S/N	Item Description	Principal		SBMC MEMBERS	
		$\bar{X}$	DEC	$\bar{X}$	DEC
1.	Construction of school laboratories	3.25	A	3.00	AGREE
2.	Building of students hostel	2.75	A	3.04	AGREE
3.	Provision of school bus	2.67	A	3.25	AGREE
4.	Expansion of the school plant				
	Provision of toilet facilities	2.83	A	3.17	AGREE

5.	2.50	A	3.21	AGREE
Grand Mean	2.80			3.13

Table 2 above showed the mean response of principal and SBMC members on the contribution of the SBMC on the provision of infrastructures in the school item 6,7,8,9,10 with mean of response 2.50-3.25 for principal and 3.25 – 3.00 from SBMC members which are all above the benchmark 2.50 shows that the SBMC contributes in the provision of infrastructures in the schools to a great extent. Both grand mean are 2.80 and 3.13 respectively

Research question 3: To what extent has the SBMC contributes in the motivation of staff in the secondary school.

Table 3: The mean response of principals and SBMC members on the contribution of SBMC in the motivation of staff.

S/N	Item Description	Principal		SBMC MEMBERS	
		N=60		N=120	
		$\bar{X}$	DEC	$\bar{X}$	DEC
1.	Provision of staff quarters	1.78	Disagree	2.00	Disagree
2.	Contributes in staff development	1.97	Disagree	2.08	Disagree
3.	Giving award	2.23	Disagree	2.17	Disagree
4.	Organising Christmas gift	2.52	Agree	3.25	Agree
5.	Period supervision of school facilities and ensuring constant power supply in the school	3.27	Agree	3.33	Agree
Grand Mean		2.35		2.42	

Table 3 above showed the mean response of principal and SBMC members in the motivation of staff in the school item 1,2,3 with mean response of 2.23,1.97,1.78 ,2.17,2.08, and 2.17 for principal and SBMC respectively shows that the score are below the bench mark of 2.50 which is to low extent. But item 4 and 5 has the mean response of 2.52 and 3.27 for principals and 2.5 and 3.33 for SBMC members which is above the bench mark 2.5 meaning that they supervise facilities and ensure constant power supply and also attend to the staff welfare. The grand mean is 2.35 and 2.42 for principals and SBMC members.

Discussion of findings

The result on table 1 indicate that out of 5 items,item 5 were of the opinion that SBMC has contributed to a great extent in the provision of burglary proof in the school and item 1,2,3,4 overwhelmingly shows a low extent . The findings with the average mean of 2.16

and 2.38 for principals and SBMC members respectively indicates low extent. This agrees with the view of Dragan (2009) that safety and security of student is of utmost concern to school board members, administrator teachers and parents. Based on that Trump (2004) made it clear that proactive practice and emergency practices and preparedness planning are leadership issue that must be put in place.

The result in table 2 show that out of 8 items, 6 – 10 indicates that both principal and SBMC members agreed that SBMC contributed to large extent in the provision of infrastructures in line with Oforugwuka (2005) that the community assist in the provision of the necessary educational resources and infrastructure for proper administration of secondary school such as classrooms, libraries, hostel accommodation and also maintains such infrastructures for longevity in their localities through its various activities like education endowment funds, construction of new buildings, provision of reading materials, repairs and maintenance of existing structures and provision of necessary social amenities.

The result in table 3 indicates that item 14 and 15 only shows high extent of SBMC contribution in the motivation of staff in the school while item 11, 12, 13 shows low extent of contribution. The findings with grand mean of 2.35 and 2.42 for principals and SBMC members respectively indicates low extent of contribution of SBMC in the motivation of staff in the school supporting the view of Ibukun, Oyewole and Abe (2011) who opined that no amount of capital injection into education system without a change of attitude, better skill acquisition and overt commitment of the school administrator and the teaching staff can produce the much desired result. Even Rani and Kamar made it clear that delay in workers incentive and reward decreases motivation. Therefore for effective administration the school administrator needs to determine the motivational state of the staff so as to align the goals with the organizational goals.

Conclusion

The findings of the study

Based on the findings, it was clear that SBMC are not proactive in the provision of burglary proof for the security of the school, lives of students, teaching and non-teaching staff. However, the SBMC should continue the good work of provision of educational resources as well as infrastructures for effective administration of schools. It has been found in this study also that contribution of SBMC as regards staff motivation was to a low extent.

Recommendations

In view of the above, the following recommendations were made;

1. The school administrator should work closely with SBMC, the PGs of Town Union to ensure that the security of lives and property are paramount. Therefore, principals should work hand in hand with SBMC to ensure adequate security of school plant and lives of staff and students.
2. SBMC has tried but should improve more in the areas of provision of educational resources and infrastructure.
3. SBMC should step up in the area of motivation of teachers in order to boost their moral for improved classroom instruction.

References

- Drangan E.F (2009) A worthwhile investment, American school Board journal, December 2009.
- Ezeocha P.A (1990) Educational Administration and planning, Nssuka: optimal computer solution ltd, Ofougwu.A (2015) Appraisal of the roles of PTA in primary school administration in Onitcha zone, unpublished mead thesis Nnamdi Azikwe University Awka.
- Ibukun W.O, Oyewole B.K and Abe T.O (2011) personality characteristic and principals leadership effectiveness in Ekiti state Nigeria International journal of leadership studies vol 6 (2) pp. 27-262.
- Nwabueze S.E (2005) Academic staff job satisfaction and organization climate change of Education in Nigeria. Unpublished Ph.D, thesis university
- Nworgu B.G. (2015) Education research basic issues and methodology (3rd edition) Enugu: University trust publishers.
- Obikeze N.J, Ohamobi I.N, Manafa I.F, (2019) principles of classroom organization and management Awka Amaka dreams publishers
- Ogbuvu E.P. and Iyeke P (2014) “An analysis of Community School relations as a peaceable tool for the management of secondary education” multidisciplinary journal of Empirical Research, Ekpoma-Edo State University, Nigeria.
- Omeregic (2013) Economic of education in E.O Omeregic& D.O Omoike (Eds) Educational Administration and planning Benin Independent.
- Omoike E.O (2013) Economic of Education in E.O Omeregic & DO Omoike D.O (Eds) Educational Administration and planning Benin Independent.
- Rani, Rekha, and Kumar-lenka, sammer(2012) ‘motivational and work motivation concept, theories & researches ‘(Pdf). International journal of research in IT & management 2(8) 4-6
- Trump K.S 2004, Trend in school security and emergency preparation planning: keeping school Administrator in the know’ and out of spotlight. Supplement to school planning and management, volume 43 issue 11.